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ABSTRACT

Three teacher education programs developed at East Texas State University (ETSU) are characterized by a high degree of cooperation. The Bilingual Education Teacher Training Program was established with the collaboration of several departments and three colleges. Graduate and undergraduate degrees are offered in this interdisciplinary field-based systems approach to teacher education. Objectives for this program are competency based; the students acquire knowledge and skills in language proficiency, multiethnic awareness, bilingual teaching methods, measurement of student progress, and research methodology. Undergraduate students are assigned to limited English proficient children enrolled in local schools and are supervised by the college faculty. The Teacher of Young Children Certification Program prepares students to work in child-related occupations such as nursery school management and to teach children aged three years to third grade. To receive a baccalaureate degree, students must complete the general university requirements, academic specialization courses in child development through the Department of Home Economics, and a professional education early childhood sequence of ten courses through ETSU's Department of Elementary Education. Two of the courses require a split assignment with half of the experience being in a kindergarten classroom and the other half in an elementary classroom. The Mount Pleasant Project is a cooperative effort between ETSU and the Mount Pleasant Independent School District (Texas) that offers a comprehensive training program for public school supervisors of student teachers and to teachers wanting to supervise student teachers in the future. The first level of this program provides initial instruction in clinical supervision, interpersonal communication, ideas and resources for the supervising teachers, and planning. The second level is devoted to detailed clinical supervision study, classroom observation skills, analysis of teaching, and techniques for conferencing. The third level emphasizes research and skill development. Details on course content and degree requirements for each of these programs are appended. (JD)

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FIELD BASED TEACHER TRAINING PROGRAMS FOR PRESERVICE AND IN-SERVICE GROWTH

A Vanguard Session

Presentation

for

American Association of Colleges

for Teacher Education

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Three recently developed programs on the campus of East Texas State University offer unique and promising conditions for professional practice in today's educational setting. All three are characterized by an unusual amount of cooperation and two are exemplary examples of inter-departmental and inter-college cooperation. This interdisciplinary approach offers both strength and uniqueness to the Bilingual Education Teacher Training Program and to the Teacher of Young Children Certification Program. Both of these programs relate to new training and certification standards and speak to current needs of the particular service area of the university.

The Bilingual Education Teacher Training Program is especially important to a region of the United States that is being impacted with the arrival of many non-English speaking residents or those with limited English proficiency. Several departments and three colleges collaborated to establish this unique program.

The Teacher of Young Children Certification Program is an attempt to meet the need for teachers in schools operating programs for pre-school age children and to the increased demand for training individuals wanting to operate and manage nursery schools.

A public school system and ETSU, through cooperative efforts, initiated the Mount Pleasant Project. This program offers a comprehensive training program for public school supervisors of student teachers or to teachers wanting to supervise student teachers in the future. The financial support of the district was a very unusual feature of the program.

A brief description of each program is provided on the following pages. Detailed information is available from the presenters.

Bilingual Education Teacher Training Programs

East Texas State University in a cooperative arrangement with surrounding local education angencies, through grants from ESEA Title VII funding from the Office of Education, currently operates a systems approach teacher training program at the undergraduate and graduate levels. Additionally a masters and a post-masters program for bilingual specialists is also provided. The need for certified bilingual education teachers remains critical, and even though the number (117,000) of limited English proficient students served in Texas schools improved from about 25 percent (1976) to about 65 percent currently being served by bilingual programs, 100,000 limited English proficient students are still not being served, resulting in a need for about 3,000 additional certified bilingual teachers. This demand is expected to increase to about 5,000 trained bilingual teachers by 1983-1984, according to Texas Education Agency projected needs.

The specialized field-based program at ETSU, the bilingual environment, the utilization of the teachers' classroom experiences, and regular meetings of the Bilingual Education Advisory Committee, plus frequent professional development seminars--all help create a climate conducive to reaching the goals of our bilingual training program. All objectives for the interdisciplinary program are stated behaviorally; that is, the program is designed as competency-based, to help the students acquire the knowledge and skills needed in

English and Spanish language proficiency,
Multiethnic awareness,
Bilingual teaching methodologies, including Computer-Assisted Instruction modes,
Measurement of student progress, and
Research methodology.

Our main resources include: English, Spanish, Linguistics, Sociology, Anthropology, History, Geography, Computer Science, Psychology, and Elementary Education as primary inputs. Three colleges and several departments work cooperatively. Our certification and endorsement programs are both approved by the university and the state, at the undergraduate and graduate levels.

Field experiences are provided through the Center for Educational Field Experiences for those students not assigned to a bilingual class. At the undergraduate level, the pre-service teacher is assigned to a limited English proficient child enrolled in surrounding schools or at the university. A bilingual faculty member supervises these experiences, for which the student receives credit. To facilitate the monitoring of students in classes in which bilingual education is being conducted, liaison services are available in our plan of operation. Faculty, with these liaison appointments, help school administrators with professional development training seminars and individual program participants through special consultation on-site visits.

Finally, on going evaluation (both internal and external), formative and summative, are regularly utilized to improve the program. Internal evaluation consists of regular university evaluation activities and the monitoring of all activities by the administration handled through the Center for Bilingual Education. Formative, external evaluation is conducted by an external evaluator through regularly planned on-site monitoring visits and ad-interim reports. Summative evaluation is primarily composed of an annual report.

The success of the program can be attributed to the support from the University administration, the field-based systems approach, and the commitment of the faculty and staff in maintaining a quality bilingual education teacher training program. All inquiries about the program should be addressed to Dr. Alonzo Sosa, Coordinator, Center for Bilingual Education, East Texas State University, Commerce, Texas 75428. (Sample programs are included in Appendix C.)

Teacher of Young Children Certification Program

The Teacher of Young Children (TYC) Certification Program is a result of the cooperative efforts between the Departments of Elementary Education and Home Economics at East Texas State University. This program leads to the baccalaureate degree and trains students in the area of early childhood education. It specifically prepares students to work in child-related occupations such as nursery school management, and to teach in the public schools of Texas with certification for children of age three (3) to grade three. Many students with extensive work experience in nursery or day care schools are eligible to receive elective credit for occupational competency.

All students seeking the TYC certificate must complete the general university requirements (general studies, physical education, etc.) and the academic specialization (8 courses) in Child Development through the Department of Home Economics. In addition, a professional education early childhood sequence (10 courses) through the Department of Elementary Education is required. Two of these courses are composed of six

semester hours for student teaching. This requires a split assignment with half of the experience being in a kindergarten classroom and the other half being in an elementary classroom (grades 1, 2, or 3).

Specific requirements of the program are outlined in detail in Appendix A. All inquires about the program should be addressed to Dr. Barbara Hammack, Department of Elementary Education, East Texas State University, Commerce, Texas, 75428.

The Mount Pleasant Project

The Mount Pleasant Project represents an inservice professional development program which evolved through the East Texas Teacher Education Council at Commerce, Texas. The Council, East Texas State University, and the Mount Pleasant Independent School District, through cooperative efforts, and in response to legislative mandates, initiated a program to address two major state requirements:

1) provide college students facilities, additional instructional materials required for student teachers, and supervision for student teaching as a prerequisite for certification, and

2) jointly select and approve the supervisors of student teaching who are employees of the district, to serve the program and adopt an agreed upon continuing in-service improvement program.

The district, with the approval and support of the superintendent and board of education, volunteered to initiate such a cooperative effort and to provide additional support as necessary to establish an exemplary program. Basically, the project consisted of a three-level program for improvement of public school supervisors of student teachers. Staff

members from ETSU, working through the ETTEC, conducted inservice programs either through organized classes for graduate credit or through independent study. Facilities of the district were utilized over a three semester period of time. Teachers wanting to receive college credit for their participation in the program received a tuition grant from the district to cover the cost involved for each three semester hours.

Level I was conducted in a 40-48 hour period with initial emphasis given to orientation into teacher center organization, and familiarization with the student teaching program at ETSU. The second phase of Level I was composed of four School Based Teacher Educator (SBTE) modules. In the four modules, emphasis was given to initial instruction involving clinical supervision, interpersonal communication, ideas and resources for the supervising teacher, and planning.

Level II was organized into two parts with the first being devoted to detailed clinical supervision study. The second part of Level II consisted of further development of skills for classroom observation, analysis of teaching and techniques for conferencing. Two CBTE modules were employed in this area and involved the collection and analysis of data and decision making.

Level III was available to any student completing the preceding levels. The primary emphasis at this stage was research and development. This level typically involved independent study, specific topics of interest, further skill development and the development of innovative and exemplary ideas for improving teaching and the supervision of student teachers.

Twelve objectives of the Mount Pleasant Project served as guidelines for the program and are presented in Appendix B. Detailed information about the program is available from Dr. Keith Savage, Assistant Director, Center for Educational Field Experiences at East Texas State University, Commerce, Texas, 75428

APPENDIX A

TEACHER OF YOUNG CHILDREN CERTIFICATION

Program

All students seeking the TYC certification program must complete the General University Requirements of General Studies, Physical Education and English Usage in addition to an academic specialization in Child Development and the Professional Early Childhood sequence through the Elementary Education Department.

I. General Studies Requirements: 15 courses
English - 3 crs.
History - 2 crs.
Pol. Sci. - 2 crs.
Math - 2 crs.
Science - 2 lab crs.
Beh. Sci. - 1 cr.
Speech - 1 cr.
Electives - 2 crs. outside Elem. Education and Child Development

II. Child Development Specialization: 8 courses
Infant Development
Child Development I & II
Parent & Family Dynamics
Community Resources for Child & Family
Home & Family Living
Nutrition Education
Administration in Early Childhood

III. Related Studies: 4 courses
Introduction to Exceptional Children
3 courses from:
Educational Psychology
Speech in Elem. School
Speech Correction
Music in Elem. School
Art in Elem. School
Introduction to Sociology
Introduction to Anthropology
Bilingual Program for Elem. School
Cross-Cultural Insights

IV. Professional Education: 10 courses
Language and Young Child
Teaching Word Identification Skills
Teaching Social Studies
Teaching Math & Science
Teaching Techniques
Survey of Early Childhood Education
ECE: Organization & Materials
Early Childhood Curriculum
Student Teaching (Elem. and Kdg.)

APPENDIX A Continued

Field Experiences

The TYC program provides a variety of field experiences for students planning to become early childhood teachers. These field based activities include observation, teacher aide work, internship and culminates with student teaching. In conjunction with each of the courses in the following outline students are required to spend 75 to 100 hours participating in the centers listed below prior to student teaching.

I. Campus Based Child Care:
(University Subsidized)
All day operation - 6 wks to 5 yrs.

Infant Development
Survey of Early Childhood Education
ECE: Organization and Materials

II. Nursery School:
(Home Economics Department)
Half day operation - 2½ to 5 yrs.

Child Development I & II
Nutrition Education

III. Kindergarten:
(Elementary Education Department)
Half day operation - 5 yr. olds

Language & the Young Child
ECE: Curriculum
Teaching Techniques

IV. Student Teaching:

(Center for Education Field Experiences)
All day program for 8 weeks

Kindergarten
1, 2 or 3rd grade

APPENDIX B

MOUNT PLEASANT PROJECT OBJECTIVES

The following twelve objectives are designed to provide guidelines for helping supervisors of student teachers and student teachers to:

1) develop interpersonal skills and effective communication with students, teachers, and university faculty.

2) develop effective leadership skills and classroom management techniques.

3) translate knowledge of current educational research and development into instructional practices.

4) understand and work effectively with different economic/ethnic/cultural groups.

5) gather and utilize relevant data about school, classroom, and community environments.

6) understand and use techniques and instruments designed to diagnose student's academic and social development needs as well as facilitate learning.

7) select and utilize various stratagies and models of teaching, e.g., concept development, inductive procedures, non-directive teaching.

8) improve their understanding of basic concepts and theories of the subjects they teach.

9) develop or reafirm a personal teaching style consistent with their own philosophy.

10) plan and conduct individual conferences with other interested parties in the school setting.

11) develop, implement, and assess continuing individual professional growth plans.

12) facilitate research and practice related to teaching and learning.

APPENDIX C

EAST TEXAS STATE UNIVERSITY

APPROVED UNDERGRADUATE PROGRAM

(Approval of Revisions received from Texas Education Agency Fall 1977)

SUMMARY OF REQUIREMENTS FOR PROVISIONAL CERTIFICATION

FIELD OF SPECIALIZATION IN BILINGUAL (BICULTURAL) EDUCATION

SUBJECT MATTER SPECIALIZATION--PLAN II. . . . . .8 courses

Foundation Component:
FLL 414 Bilingual, Bicultural and Cross-cultural Insights

Linguistics and Methodology Components:
FLL 331 Introduction to Linguistics
FLL 411 Teaching a Second Language

Cultural and Psychological Components:
Spanish 455 Mexican American Literature

Two courses from:
Anth 301 Multi-cultural Aspects in Education
Psych 397 Multi-cultural Aspects in Education (Same as Anth 301)
Soc 370 Minority Groups
Soc 380 Multi-ethnic Cultural Composition of Texas

One course from:
Geography 397 Geography of Linguistic Minorities in the Southwestern U.S.
History 370 Ethnic Minorities in American History

Language Component:
One course from:

Spa 331 Advanced Spanish Conversation
Spa 407 Spanish for Teachers

COMBINATION OF SUBJECTS . . . . . .4 courses

Language Arts, native language

Spa 332 Advanced Composition
Spa 407 Spanish for Teachers

Social Studies

Geog 497 Geography of Linguistic Minorities in the Southwestern U.S.
Geog 335 Mexico and Central America
History 417 Spain and the Spanish Empire to 1808
Pol Sci 329 Political Systems of Mexico and the Caribbean
Pol Sci 430 Political Systems of Latin America
Pol Sci 466 Minority Group Politics

Math, Science and Art
Bilingual Section of Math, Biology, Chemistry, Physics, or Art involving presentation, use, practice of terminology in English and Spanish

Administration of the language proficiency examination in Spanish is to include the four components (oral reading competence, topic conversational ability, written language proficiency, competency to react verbally to a classroom incident) described in the "Guidelines for Requesting Bilingual Endorsements and Permits," Texas Education Agency.

Department of Elementary Education
ETSU, Commerce, Texas

MASTER'S DEGREE: Elementary Education (Bilingual Specialization)

REQUIREMENTS AND OPTIONS

In order to provide the appropriate instruction and to permit the program to meet student needs, the following requirements and options have been specified by the Department of Elementary Education and the Bilingual Education major advisor.

1 course	El Ed 595	Research Literature and Techniques
1 course	El Ed 501	Language Acquisition and Development in Early Childhood
1 course	El Ed 640	Teaching the Bilingual-Bicultural Child
1 course from	El Ed 522	Reading in the Elementary School (Bilingual) or
	El Ed 556	Diagnostic and Remedial Reading in the Elementary Grades (Bilingual Program)
1 course	El Ed 503	Foundation Skills for Bilingual Teaching of Mathematics, Science, and Social Studies
1 course from	El Ed 502	Communication Skills for Bilingual Students: Listening, Speaking, Reading & Writing or
	El Ed 524	Language Arts curriculum-Grades 1-8 (Bilingual)

If the students brings transfer credits in courses comparable or equivalent to the above requirements, the student may select two of the following courses:

OPTION GROUP A

El Ed 635 Supervision in the Elementary School
El Ed 645 Problems in the Development of the Elementary Curriculum
El Ed 533 Evaluation of Elementary Schools

If the student has completed courses comparable or equivalent to 635, 645, 533, then select from:

OPTION GROUP B

El Ed 530 Mathematics Curriculum for Grades One through Eight
El Ed 557 Social Studies Curriculum for Grades One through Eight
El Ed 558 Science Curriculum for Grades One through Eight
El Ed 566 Clinical Practicum in Reading
El Ed 576 Prescriptive Reading
El Ed 529 Workshop in Elementary Education
El Ed 534 Early Childhood Education: History and Philosophy
El Ed 537 Early Childhood Education: Play and the Arts
El Ed 597 Special Topics in Elementary Education
El Ed 624 Children of Minority Cultures
El Ed 625 Teaching Children of Minority Cultures-Nursery through Primary

INTERDISCIPLINARY AREA: Bilingual Specialization

1 course	FLL 511	Teaching a Second Language
1 course	Spa 555	Mexican-American Literature
4 courses from	*FLL 555A	General Linguistics
	Anth 547	Culture in Education
	Spa 505	Spanish Language Children's Literature
	*FLL 512	Bilingual Program for Elementary Teachers

*Demonstration of proficiency is required to be exempted from FLL 555A or FLL 512.

If the student demonstrates required proficiencies, then select courses from the above options or from option group C which have not been utilized in fulfilling other program requirements.

OPTION GROUP C

Eng 555b Dialectology
Approved Graduate Spanish Courses in Linguistics or Latin American Literature
FLL 515 Seminar on Cross-Cultural Aspects & Bilingualism
Geog 397 Geography of Linguistic Minorities in the U.S.
Psy 397 Psychology of Learning in Bilingual and Culture Groups